



DUTCHMAN CREEK MIDDLE

4757 Mt. Gallant Road
Rock Hill, South Carolina

Grades	6-8 Middle School	
Enrollment	875 Students	
Principal	Norris Williams	803-985-1700
Superintendent	Lynn P. Moody	803-981-1000
Board Chair	Bob Norwood	803-981-1000

THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	Good	Good
2009	Average	Average
2008	N/A	N/A
2007	N/A	N/A
2006	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

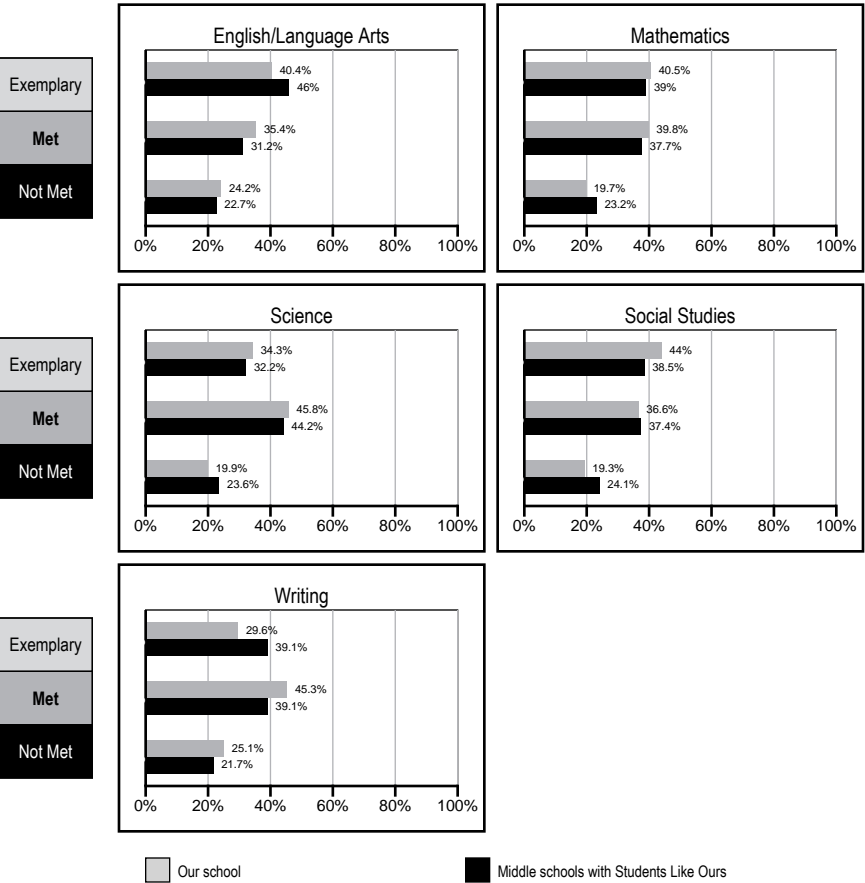
96.2%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
6	18	4	1	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	98.3%
English 1	93.8%	98.2%
Physical Science	N/A	73.8%
US History and the Constitution	N/A	100.0%
All Subjects	96.5%	97.6%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=875)				
Students enrolled in high school credit courses (grades 7 & 8)	35.4%	Up from 29.8%	36.7%	24.2%
Retention rate	0.7%	Up from 0.4%	0.5%	0.7%
Attendance rate	96.6%	No Change	96.6%	95.9%
Eligible for gifted and talented	22.2%	Up from 16.8%	25.6%	16.4%
With disabilities other than speech	16.3%	Down from 17.2%	10.7%	12.0%
Older than usual for grade	0.7%	Down from 1.2%	1.1%	2.2%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.1%	0.4%	0.5%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	64.9%	Up from 60.8%	58.5%	58.5%
Continuing contract teachers	87.7%	Up from 76.5%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	2.3%	4.0%
Teachers returning from previous year	N/A	N/A	87.6%	84.6%
Teacher attendance rate	96.8%	Up from 96.1%	95.8%	95.4%
Average teacher salary*	\$50,233	Up 4.5%	\$48,355	\$46,561
Professional development days/teacher	5.4 days	Down from 8.7 days	8.4 days	10.2 days
School				
Principal's years at school	3.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	19.3 to 1	Down from 19.9 to 1	21.9 to 1	21.1 to 1
Prime instructional time	92.9%	Up from 91.4%	92.1%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.3%	98.1%	98.1%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$7,150	N/A	\$7,256	\$7,802
Percent of expenditures for instruction**	66.0%	N/A	65.6%	63.8%
Percent of expenditures for teacher salaries**	63.8%	N/A	63.4%	60.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

The 2009-2010 academic year has been wonderful! We continued to monitor the “vision” for our school and worked diligently with the students, parents, educators, and members of the community to enhance each area of Dutchman Creek.

Within one year, we became the largest middle school in York County, and our students rose to the occasion. We celebrated schoolwide gains for our improvements with the Measures of Academic Progress (MAP) assessments. Additionally, we had more students exceeding the requirements for the Honor Roll and Principal Scholars. Students, thank you for your awesome determination! You are remarkable, and I appreciate the opportunity to serve as your principal.

On the first day of school, we welcomed parents and members of the community to join their students as we participated in our 2nd “National First Day” celebration. Parents were able to accompany their children to school, meet their teachers, tour the facility, and learn more about Dutchman Creek. Throughout the year, various parent organizations exhibited optimal success with their volunteer efforts. Parents, thank you for your unwavering dedication to our school. Your support and time is greatly appreciated. Continue to be active in the lives of your teen...the dividends are astonishing!

The Dutchman Creek Faculty/Staff continued to provide innovative strategies to ensure the success of everyone in our learning organization. They implemented many helpful systems to assist students and families as they transition through their middle years of school. Faculty/Staff, thank you for your remarkable commitment. You are FANTASTIC, and I appreciate the effort and tenacity that you display on a daily basis!

We excelled in every area this year! We made significant academic gains, our athletes earned amazing attributes, and the Related Arts Department continues to grow and offer more choices for our students. We also added new clubs and organizations and completed dozens of service-learning and charitable contributions.

During our third year, we will continue to focus on increasing the levels of achievement for our students and families, continue to provide a nurturing environment, and maintain a “Customer Service” philosophy.

Thank you for a remarkable year!

Norris L. Williams, Principal
Kathleen Hough, School Improvement Council Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	40	242	107
Percent satisfied with learning environment	100.0%	89.2%	96.2%
Percent satisfied with social and physical environment	100.0%	93.2%	97.1%
Percent satisfied with school-home relations	97.5%	92.5%	89.4%

* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 20 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.2%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	869	99.5	24.3	36	39.6	83.9	85	83.5	Yes	Yes
Gender										
Male	441	99.3	28.5	34.9	36.6	79.8	81.2	80.1	N/A	N/A
Female	428	99.8	20	37.2	42.8	88	88.9	87	N/A	N/A
Racial/Ethnic Group										
White	565	99.7	14	36.8	49.2	90.5	91.6	89.6	Yes	Yes
African American	241	99.6	47.6	35.6	16.9	67.1	75.8	74.6	Yes	Yes
Asian/Pacific Islander	22	95.5	10	35	55	100	97.4	92.7	I/S	I/S
Hispanic	39	100	44.1	26.5	29.4	79.4	78.1	79.6	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76	85.1	I/S	I/S
Disability Status										
Disabled	147	99.3	58.6	30	11.4	52.1	55.3	51.7	No	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	48.3	27.6	24.1	75.9	74.9	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	351	99.2	43.5	34.7	21.8	70.3	77.5	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	869	99.7	21.7	42.4	36	85.2	83.7	80.4	Yes	Yes
Gender										
Male	441	99.6	25.1	37.4	37.4	81.3	81.2	78.4	N/A	N/A
Female	428	99.8	18.1	47.4	34.5	89.2	86.3	82.5	N/A	N/A
Racial/Ethnic Group										
White	565	99.8	12.5	42	45.5	91.5	90.7	87.8	Yes	Yes
African American	241	99.6	42.7	44.9	12.4	72	73.3	69.3	Yes	Yes
Asian/Pacific Islander	22	95.5	5	30	65	95	95.4	93.5	I/S	I/S
Hispanic	39	100	38.2	38.2	23.5	67.6	80.3	78.3	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	76	83.2	I/S	I/S
Disability Status										
Disabled	147	99.3	55.7	32.9	11.4	53.6	51.1	46.1	Yes	Yes
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	34.5	34.5	31	69	78.1	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	351	99.4	38.1	44	17.9	72	75.3	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrolment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	579	99.7	19.4	46.1	34.5	80.6	70.3	67.3
Gender								
Male	292	99.7	22.9	40.1	36.9	77.1	69.8	66.9
Female	287	99.7	15.8	52.2	32	84.2	70.9	67.7
Racial/Ethnic Group								
White	373	99.7	10.8	46.3	42.9	89.2	83.7	79.6
African American	167	99.4	38.3	46.8	14.9	61.7	50.7	49.7
Asian/Pacific Islander	12	100	9.1	36.4	54.5	90.9	91.1	84.4
Hispanic	26	100	33.3	41.7	25	66.7	61.1	59.4
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	65.5	69.5
Disability Status								
Disabled	109	98.2	45.6	39.8	14.6	54.4	38.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	18	100	44.4	33.3	22.2	55.6	58.3	58.6
Socio-Economic Status								
Subsidized meals	232	99.6	36.1	48.1	15.9	63.9	56.4	55.4

Social Studies								
All Students	575	100	19.3	36.6	44	80.7	74.3	70.9
Gender								
Male	291	100	18	33.5	48.6	82	73	70.1
Female	284	100	20.7	39.9	39.5	79.3	75.6	71.7
Racial/Ethnic Group								
White	380	100	14	34.9	51.1	86	82.9	79.2
African American	156	100	33.1	42.6	24.3	66.9	61.2	58.4
Asian/Pacific Islander	14	100	N/A	N/A	N/A	100	91.8	86.8
Hispanic	24	100	30	30	40	70	69.6	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	68.2	71.2
Disability Status								
Disabled	85	100	46.9	33.3	19.8	53.1	43.2	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	16	100	26.3	31.6	42.1	73.7	73.1	68
Socio-Economic Status								
Subsidized meals	224	100	34.5	42.2	23.3	65.5	63.4	60.8

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	873	99	24.1	46	29.9	75.9	73.5	72.1	96.6	96.5
Gender										
Male	441	98.6	31.6	45.8	22.6	68.4	66.5	65.2	96.4	96.4
Female	432	99.3	16.4	46.2	37.4	83.6	80.7	79.2	96.8	96.6
Racial/Ethnic Group										
White	567	99.3	15.3	48.5	36.2	84.7	83.5	80.8	96.6	96.4
African American	244	98	44.2	41.5	14.3	55.8	59.2	59.7	96.6	96.7
Asian/Pacific Islander	21	100	5	50	45	95	92.1	87	97.7	97.5
Hispanic	39	100	47.1	29.4	23.5	52.9	64.3	64.6	96	96.3
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	64.3	73.4	98.1	94.9
Disability Status										
Disabled	144	95.8	64.4	32.6	3	35.6	32.4	27.7	95.5	95.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	27	100	55.2	20.7	24.1	44.8	60.1	63.7	96.9	96.7
Socio-Economic Status										
Subsidized meals	348	99.1	43.2	38.8	18	56.8	61.6	61.9	95.6	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	296	99.3	26.4	36.1	37.5	73.6
	7	273	99.6	29.7	30.9	39.4	70.3
	8	177	99.4	33.3	35.8	30.9	66.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	309	99.4	22.3	37.8	39.9	77.7
	7	288	99.7	21.1	37.1	41.8	78.9
	8	272	99.6	29.9	33	37.1	70.1
Mathematics							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	296	99	26.4	42.8	30.8	73.6
	7	273	99.6	18.1	42.5	39.4	81.9
	8	177	99.4	33.3	44.8	21.8	66.7
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	309	99.4	23.7	38.5	37.8	76.3
	7	288	100	17	41.7	41.3	83
	8	272	99.6	24.2	47.3	28.4	75.8
Science							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	145	98.6	29.1	47.8	23.1	70.9
	7	273	99.3	24.8	48.8	26.4	75.2
	8	91	100	37.6	34.1	28.2	62.4
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	156	98.7	22.9	50.7	26.4	77.1
	7	288	100	14.1	51.8	34.1	85.9
	8	135	100	26.7	29	44.3	73.3

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	149	99.3	14.3	40.7	45	85.7
	7	273	99.6	32.8	29.7	37.5	67.2
	8	85	98.8	23.8	35	41.3	76.3
2010	3	0	N/A	N/A	N/A	N/A	N/A
	4	0	N/A	N/A	N/A	N/A	N/A
	5	0	N/A	N/A	N/A	N/A	N/A
	6	151	100	10.3	37.2	52.4	89.7
	7	288	100	23.2	35.9	40.9	76.8
	8	136	100	21.1	37.6	41.4	78.9
Writing							
2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	298	98.7	23.7	35.1	41.2	76.3
	7	275	98.6	23.5	38.1	38.5	76.5
	8	176	97.2	32.5	38	29.4	67.5
2010	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	311	98.1	22.5	41.9	35.6	77.5
	7	288	99.3	26.9	50.9	22.2	73.1
	8	274	99.6	22.9	45.5	31.6	77.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample